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**The Role of Technical and Vocational Education Training in Improving the  
Self- Employment Opportunity:-The Case of Kolfe-Keranyo Sub city.**

**BY**

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## **Declaration**

I, the undersigned, hereby declare that the thesis entitled” The Role Technical and Vocational Education Training in Improving the Self-employment Opportunity in Kolfe Keranyo Sub City’’ is my original thesis work submitted to the Department of Business Education and Behavior studies.

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## **Submission Approval Sheet**

This thesis entitled “The Role Technical and Vocational Education Training in Improving the Self-employment Opportunity in Kolfe Keranyo Sub City’’ is submitted by Dereje Worku with my approval as thesis advisor.

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## **Acronyms**

CSA- Central Statistics Agency

ILO- International Labor Organization

MOE- Ministry of Education

MTI- Ministry of Trade and Industry

NGO- Non Governmental Organization

PAP- Program Action Plan

TVET- Technical and Vocational Education and Training

UNESC- United Nations Economic and Social Council

UNESCO- United Nations Educational, Scientific and Cultural Organization

VE- Vocational Education

VET- Vocational Education and Training

## ***Abstract***

*This study intended to assess the role of skill training in improving the livelihood of unemployed adults. It's focal point is kolfe-Keranio Sub City. A descriptive survey study was conducted. A total of 187 respondents were given questionnaires and of these 172 have filled and returned, from which 90 trainees completing their level 1 and 2 program 2014, 20 major field instructors and 62 business owners are sources of data. Relevant data were collected through questionnaires, interview and observation. The data were analyzed by employing various statistical tools including frequencies, percentages, and qualitative descriptions depending on the nature of the data. As the study revealed, the TVET curriculum design, the competence of instructors and availability of market need all which are basic for entrepreneurial (self employment) motivation of trainees. In addition to this the financial, work place and moral support were other motivation factors the trainees to start their own business. The study in general indicated that even if so many influences are there, entrepreneurial motivation of trainees for self employment was very good. As it was shown in the study the society old idea about the gender difference is becoming eroded. It is concluded that the role of TVET for self-employment opportunity is in good condition. Finally the study recommended that the duration of the training should be elongated, the counseling and guidance service should be employed and straighten the trainees in number.*

## **CHAPTER ONE**

### **INTRODUCTION**

The chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and organization of the study.

- **Background of the study**

Man's work or productivity is one of the big factors for the development of the countries. Hence, countries are undertaking significant steps for improving their education system to meet their developmental need. (Yekunoamlak, 2000) in Daniel (2008:1). It is assumed that an educated and well trained individual can understand the essence of democracy and can actively participate in the effort to build democratic institutions and thereby democratic society. Similarly, an educated and trained citizen can have the potential to improve both the volume and quality of his/her product and service (Akliu., H. 1968:2).

Training programs designed to improve both the knowledge and skills of the productive sector of the society can achieve productivity and efficiency in the economic sector. Thus skilled manpower is very significant for the realization of rapid development of a country. Despite a vast natural resource a country has, it cannot achieve economic growth without trained and skilled manpower (MOE, 2010). Currently poverty reduction is one of the main agenda of developing countries and the governments of these countries have used different mechanisms to drag their people out of poverty. It is necessary to provide the poor with access to financial services (Webster and Filder, 1996:14).

The plan for Accelerated and Sustained Development to end poverty, Ethiopia's second poverty reduction strategy paper, states that in order to achieve the development targets TVET will need to provide "relevant and demand driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment"(MOE,2008).

As it was stated in National Technical Vocational Education and Training (TVET) strategy (2006), education is one of the most important to get a job in modern world. Nowadays more attention is given to the Technical and Vocational Education. The role of Technical and Vocational Program is to bring up or produce a competent working force to the world of work (MOE,2008).

The government of Ethiopia looks at the public TVET as the key in improving the productivity of the enterprises and increasing their competitiveness in the global market. Effort has been made to increase the number of trainees in different disciplines which are delivered in colleges and institutions. This is discussed on program Action Plan (PAP) in National Technical

Vocational Strategy (2006). The aim of the program is to produce efficient and effective technicians not only for the sake of employment but also for the sake of a person who can create a job by himself (MOE 2008).

The aim of Technical and Vocational education and non formal adult education institution is to improve the knowledge, skill and attitudes of the rural and urban population so that they can participate actively in social, economic and political development. In specific term, these centers were established through the country to;

- Upgrade traditional skills and knowledge.
- Help self employment and community development work.
- Alleviate poverty.
- To create competent and self reliant citizens (MOE, 2010).

In our case (Ethiopia), Ministry of Education (2010) stated that Technical and Vocational education and non formal adult education are very essential to enable trainees to gain employment or create jobs in various productive service sectors.

According to (MTI, 1997) in order to reduce the rate of unemployment in urban area, the government of Ethiopia has been trying to promote the expansion self employment opportunities through the growth of the private sector. Therefore, Addis Ababa city government recognizes the important of micro enterprise as a means to increase employment and the income generating capacity of the poor stated to promote self-employment opportunities through the launching of micro and small enterprises.

According to the 2007 Central Statistics report, the total population of Addis Ababa economically active persons estimated at 1,479,768 of which 220,875 lived in Kolfe-keranio sub city. In this sub city 17910 from 122,852 male and 33,910 from 98,023 female are unemployed. Therefore according to Kolfe-Keraniyo Sub City TVET administrator (Ato Henok) said the Sub City has given attention and facilitate to organize the unemployed TVET graduates and adults in group base and facilitate financial support and skill training on different profession, and also encourages the young graduates who want to be entrepreneur by their own initiation.

Thus, it is because of this intention that the student researcher conducted a study on the role of technical vocational education and training in improving the self-employment opportunity in Kolfe- Keranyo sub city.

## **1.2 Statement of the Problem**

Graduates in TVET have encountered unemployment problem. Most of the trainees expect employment in government organizations. However, the government does not provide a job for all graduates. The focus of TVET training is to reduce unemployment rate. According to Jone (1997) in Daniel (2008:5), the role TVET, described, as the objective of the training should be geared to enable the young people both for employment as well as for self employment in which they could positively value the program.

For this reason, nowadays developing countries have practice their agenda upon the importance of poverty reduction through skill training which can play a great role to create self employment opportunities (Solomon, 1996). The plan for Accelerated and Sustained Development to end poverty, Ethiopia's second poverty reduction strategy paper, states that in order to achieve the development targets TVET will need to provide" relevant and demand driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment". In 2008, the government of Ethiopia published the National Technical and vocational Education and Training strategy. The strategy outlines how the TVET program will achieve the development goals. The plan for accelerated and Sustained development to end poverty, the industrial development strategy and other sector development strategies, the Ethiopian government has initiated a new push towards creating frame works conducive to economic and social development. Comprehensive capacity building and human capital information are key pillars in all these efforts. As such, this national TVET strategy is an important element of the overall policy frame work towards development and poverty reduction (MOE, 2008).

In Ethiopia, the major categories of the poor are those individuals and households, whose income are insufficient to provide their needs (Solomon, 1996). Hence, poverty continues to afflict large sections of this population. Considering the problem of poverty and unemployment, the federal government puts poverty reduction on its development agenda through skill training service. In

attempts to put households and unemployed adults helps to start or expand small business and they can create additional self employment opportunity (Solomon, 1996).

The sub-cities of Addis Ababa need skilled labor for rapid development and growth. It is clear that the presence of properly trained and skilled manpower is one of the most important assets and prerequisites of social and economic development. Technical and vocational programs are critical in the development of a sustainable manpower resource to supply for the production and service section of the economy as well as an expansion of opportunity for self employment in the sub cities ( Tadesse, 2000).

By considering this the Addis Ababa city administration has launched skill training service in all TVET institution and support for the setup of a number of Micro and Small Business Development programs in order to improve the living condition of the poor and unemployed person, increase ownership, access to adequate assets, raise productivity and create employment opportunities. The city administration is engaged in a massive Micro and Small-scale Business Development program by giving continuous training to the beneficiaries throughout the region. There are still many people that have not yet been embraced in the programme (CSA, 2006).

Accordingly, this particular study tries to investigate these problems and suggest useful recommendations. The main aim of this study is to examine the role of TVET for self employment in some woredas in Kolfe-Keranio Sub City. Hence the purpose of this study is to answer the following basic questions.

- Is the current TVET curriculum is relevant for self employment?
- What is the general perception of trainees for self employment?
- Is the current TVET programs designed in terms of market need?
- Is there any significance difference between male and female trainees and development trainees about being self-employed?

### **1.3 Objectives of the study**

The study will have the following general and specific objectives.

- **General Objectives**

This research is to investigate the role of Technical and Vocational Education and Training towards self-employment opportunity basically in kolfe keranio sub city administration.

- **Specific Objectives**

In addition to the above mentioned general objective the study has the following specific objectives are:

- To investigate the effect of sex trainees or graduates on self-employment.
- To assess the contribution of TVET Training to the creation of sustainable employment and self employment opportunities.
- To investigate the support provided towards self-employment.
- To investigate the effect of trainees fields of study on self employment.
- To investigate the effect of trainers and guidance and counselors toward self-employment.
- To identify the challenges of the beneficiaries when they face a real life.

- **Significance of the study**

Technical vocational education and training have significant contribution in improving self-employment opportunities and improving the living condition of the society. Furthermore, they are also expected to have additional benefits such as improving, nutrition and better access to health care and educational services once the income of the poor shows improvement. In general this program seeks to create competent and self reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of the poor and unemployed society and sustainably reducing poverty. The research assumes that the research to be conducted will have the following significance.

- The study will help to find out the extent trainees have forwarded self-employment.
- The study will provide information about current status of TVET Programs in relation to self employment.
- The study will create awareness to the concerned people regarding about the issue and it would serve as a base for further research.
- The study will help to indicate field of studies in TVET, which give a better chance to self employment.

- **Delimitation of the Study**

TVET Program is one of the recent activities practiced by government, NGO's and private organization for the purpose of economic and social development in general and improving the livelihoods of unemployed in particular. It covers a wide range of issues like economy, social, politics, psychological, cultural etc. However, the scope of this study is delimited to economic aspects of the unemployed in particular. TVET program is playing a role to improve the self-employment opportunity in almost all regions of the country, however, the study does not cover all areas in which the program has been implemented rather it is limited to Kolfe-Keranio sub city of Addis Ababa.

- **Limitation of the Study**

The main limitations faced during the research are, while collecting data there was reluctant of respondents, which forced the researcher to spend more time on data collecting. The lack of well compiled data is also the research challenge. However, maximum effort exerted to minimize the effect of the limitations on the quality of the paper.

- **Organization of the Study**

The thesis is organized in to five chapters. The first chapter deals with background of the study, statement of the problem, research question, objectives of the study, significance of the study, delimitation of the study, and limitation of the study are stated. The second chapter consists of the related of literature review. The third chapter treats methods and sources of the data. The

fourth chapter deals with analysis and interpretation of the data. Finally, last chapter consists of findings, conclusion, and recommendations of the study.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In order to have a brief theoretical framework on TVET and concept of self employment, the following chapter will provide the major works done by different authorities in the areas of the problem under study.

#### **2.1 Background of Technical Vocational Education and Training**

##### **2.1.1 Concepts, Definitions, Principles and the Role of TVET**

The subject of this study Technical and vocational education and training (TVET) is named differently such as: Vocational Education (VE); Technical and Vocational Education (TVE); Vocational Education and Training (VET) etc. In one way or the other, all these terms are telling about the same thing that is preparation of an individual for the world of work.

UNESCO and ILO in Bennett (2003:12) defined vocational education and training (VET) as “ provision of opportunities for individuals or groups to gain directly and broadly applicable long term relevant options or alternatives for improving the quality of their life”.

UNESCO and ILO(2001:7) defined “ Technical and vocational education”(TVE) as a term closely related to that of (VET)” all forms and aspects of education that are technical and vocational in nature at insuring that all members are trying to justify the functions of vocational education that is to enable an individual or group sustain his/her life through the instrument given in the form of training. Furthermore, as in Gilli (1976:33-36) the philosophy of vocational education is made up of general principles and laws related to vocational educators, too. The general principles are broadly classified in to two. These encompassing principles are:-

- Vocational education accepts the task of providing pre work youngsters with relevant information about the world of work and the place of the individual within it.
- Vocational education accepts the tasks of preparing people for work in the entire non-professional segment of the work force.

The most important role of TVET is enhancing economic and social development. This development is expected to come up with the approach of preparing human resources in training institutions and within the educational and economical system.

Thus, the concepts, principles and the role of TVET could be revolved around the part and parcel of its major objective. That is to train on the job and/or in institutions, assuming an outcome of skilled labor force which satisfies the contemporary market demand, and there by, contribute to the economic and social development of a country.

Technical and vocational education training program is part of the education system that is designed to equip students (trainees) with the knowledge, skill, attitude and capacities required to make them ready for the world of work. Hence the program is decisive in developing human resources that needed to realize the national economic and social development goals. In line with this idea Atchoarena and Andre (2002:17) stated that the technical and vocational education and training is mainly designed to lead participants to acquire the practical skills, knowhow, and understanding necessary for employment in particular, occupation, trade or group of trades or occupations.

Technical and vocational education and training is designed to train and educate students in specific traditional and modern fields of vocational and technical skills who have completed 10 and show sufficient desire and inclination to be trained in the fields of their choice (MOE, 2002:94)

- **Objectives of TVET**

TVET represents a comprehensive and inclusive approach intended to help people achieve their full educational and vocational potentialities and as a result make meaningful participation in the development efforts of their community. In most countries of the world, thus the introduction of systematic, well-planned and rigorous program of TVET has become a vital component of education and training programs. In connection to this, ILO (1996;59) explains that provisions of technical and vocational education and training not only enable trainees to acquire skills in specific occupation that lead to employment in economic sectors but also enable them to prepare themselves for self employment. Emphasizing on this point, UNESCO (2000:75) strongly stated that the aim of TVET is to produce qualifications and skills demanded in a given social and

economic context and to contribute to the implementation of national policy with regard to employment promotion, poverty reduction, private sector promotion, increased productivity and enhanced competition in both local and global market.

The purpose of TVET as it is indicated above is to satisfy the need for trained man power that performing practical works in the economy. According to, MOE (2002) indicated, the two fundamental objectives of providing TVET in Ethiopia are:

- To enhance the agricultural developmental led industrialization of the country through training and supply of new generation of quality middle level skilled manpower to the industrial and construction sector.
- To contribute the development of the industrial construction and service economic through quality and quantitative capacity development of TVET and thereby improving the supply of middle level skilled manpower.

Hence, the prime objective of TVET is to achieve goals of trained manpower requirement of the economy and eventually to meet the national development goals. In this regard, systems that permit proper organization and coordinated as well as development of qualified manpower need to be carefully designed and implement. In supporting this thought ILO (1999) expressed, that the development of any country is largely determined by its ability to train and utilize those trained citizens effectively and efficiently. One of the principal fears in TVET is to make sure whether that skills learned in a trained setting will transfer to a real working setting as well as maintained after the trainee has graduated.

- **Forms of TVET institutions**

TVET institutions can be classified in various ways. The variety of dichotomies could be emanating from the outcome of the base for classifications. If volume or size is taken in to consideration as the base for division, basic, junior, medium and higher level classes would be exhibited. When the base is changed to ownership or source of finance, the division would be: public or governmental and non public (non-governmental/private) Desalegn (2004:73).

International experiences show that successful TVET systems are built on strong and well defined partnerships between government and the non-government sector. Both public and non-

public sectors are currently involved in TVET. In the TVET system, the statutory function and key role of government comprises the regulation of the system through proclamation and regulations and facilitation of the implementation of the regulated functions. In this sense, responsibilities vested in the government include policy and law making, implementation of a quality management system (MOE, 2008:19).

- **Curriculum Issues with regard to TVET**

A systematized type of education or training might be unthinkable without curriculum. Because curriculum does help as a road map for education or training by answering the basic questions what and how.

The TVET curriculum is designed in modular approach for its more flexibility , easy to integrate to other courses and adopted to individual needs(MOE,2001:1) According to MOE in Bizuneh (2006:48) the training module is structured in to occupation, jobs, duties and tasks, occupation is the major area in which trainees can be qualified. Jobs are the main branches of occupations. Duties are the main frameworks to be performed in the job and tasks are the smallest possible activities in the duties.

At the beginning of the launching of the TVET program, the Ministry of Education was in charge of identifying the vocational areas and the specific trades offered under each vocation. It was also responsible for developing training materials centrally. It could be said all training centers were using similar materials for the same training areas. It is envisaged that taking existing experiences of other countries could promote the country to the technological and economic development level that others have reached as much as possible within the shortest period. Thus, with the technical support of GTZ experts, the experiences of Australia and Philippines have been adapted and used as a bench mark (Edukans, 2009:9).

Occupational standards were developed for all the trades being provided in formal TVET institutions with the involvement of stakeholders. The Ministry of Education has also facilitated the development of occupational standards for vocational trainings provided by the Ministry of Agriculture, Ministry of Health, Ministry of Culture and Tourism, Ministry of Defense, Road Authority and a few others (Edukans, 2009:10)

TVET curriculum is no more centralized. Each training institution is accountable for developing its training materials based on the centralized occupational standards. It is facilitated, monitored and evaluated by regional TVET Bureaus or Commissions. Developing training materials has become a challenge for all TVET institutions. To curb the problem, model training materials have been developed and disseminated. However, training institutions are seen using old materials and the model materials without much change. The government expects all training institutions to develop materials that reflect local needs and environments (Edukans, 2009:10).

- **Unemployment and Poverty Reduction in Ethiopia**

The international standard definition of unemployment covers persons who without work, currently available for work and seeking work during the relevance period (ILO, 2004).

In countries with high populations, unemployment levels of only a few percentage means that a millions of working age people cannot find work and earn inadequate income. Because unemployment figures indicate only the number of people eligible to work who have no job but are seeking employment, such figures are not necessarily an accurate indicator of the number of people living in poverty. Other people may not be able to find enough work or may earn wages too low to support themselves (Kalayu. 2007).

Unemployment is directly related to income poverty. Currently, over 36 percent of the urban population in Ethiopia lives below absolute poverty line. According to the latest CSA report on urban Unemployment survey, urban unemployment rate has declined from 20.6% in 2005 to 16% in 2006. This decline in unemployment rate is the result of the job opportunity created by micro and small enterprise and high number of school enrollment. 45% of unemployment in Ethiopia between the age 15-24 groups in which the number of women takes the lion share. Beyond this, underemployment is another feature of labor market in the urban centers (Ahmed, 2002).

Addis Ababa experienced serious social and economic problem expressed itself in terms of high population growth and unemployment. The issue of unemployment has drawn the attention of the city government in Addis Ababa to the extent of taking important actions like promoting self employment opportunities through skill training (Getachew, 1984).

- **Factors that Motivate or De-motivate to be Self-Employment**

To motivate entrepreneurship (self-employment), as many people believe money has a great role. The needs for achievement and a desire to be independent have a great role in this issue. This can have influence on the curriculum, which is developed to create self confidence and creativity. The TVET curriculum contains the program to enhance skills and abilities of trainees. According to Lambing and Kvehl (2000) on the study regarding factors to be entrepreneurs were identified. The factors following are as very important reasons for being self employed:

- To use personal skills and abilities
- To gain control over one's life
- To build something for the family
- Because he/she liked the challenge
- To live how and when one chose

The backgrounds of the problem to be self employed have affecting factors. Some of the affecting factors are education, politics, culture, social and economy.

#### **2.4.1. The Education Factor**

Education prepares students not only for employment in business and industry but also for self-employment. The National TVET strategy aims on creating more number of motivated graduates to be self-employed rather than job seekers by compensate the ever-increasing problems of being an entrepreneur so as to reap the reward of entrepreneurship. In clarifying this, national TVET strategy states;

Self-employment represents an important route in to the labor market. However, self-employment requires more than being technically competent in certain occupational field .In order to become successful entrepreneurs people need self

confidence creativity, a realistic assessment of the market, basic business management and openness to risk (MOE, 2006).

The main purpose of the strategy is to build up entrepreneurial spirit in the mind of trainees. The responsibility of creating trainees-entrepreneurship is on the shoulder of trainers and basically on entrepreneurship courses and trainers because they are supposed to be the ones who ignites and inspire the idea of entrepreneurship in the mind of their trainees.

Some people think that marrying a crafts person is not a decent choice in a family formation. For instance Lelissa (2006) explained that the negative attitude of the community, parents and students in some developing countries become a fundamental barrier to the development of that kind of education. Some other people think that, technicians led substance life. Therefore, the trainees toward the field of study influenced by education they learnt.

- **The Social Factors**

To become self-employed have a society influence. According to lambing and Kvehl (2000) there is a society's negative attitude influence towards some handmade manufacturer. The traditional perception towards apprenticeship such as carpentry, weaving, and pottery had not appreciated by a society. Therefore, the attitude of trainees to become self-employed was less.

- **Political Factors**

The policy of TVET education depends on the political factor where countries put forward to achieve their developmental goals recognizing the importance of developing sufficient skilled and productive manpower for the economic development. The education and training policy and the education sector strategy gives high priority for the development of technical and vocational education and training programs in Ethiopia. The policy and strategy stipulate the provision of technical and vocational training in different area to students who have completed the primary and secondary level of education.

The policy framework calls for the participation of the public and non-public institution in the planning and delivery of TVET through long term and short term training using formal and non-

formal modes (MOE, 2006). However, as a factor the political policy can affect the trainee's entrepreneur interest.

- **The Cultural Influence**

In the Ethiopian context, cultural has a great role in becoming entrepreneur. TVET trainees encounter such cultural influence. "Ekub" and Edir are our most famous cultural heritage.

According to Daniel (2008) in our country, like "Ekub" and "Edir" and some others are cultural values which develop entrepreneurship. However cultures also affect the image of the status of entrepreneurs. According to Lambing and Kvehl (2000:6).

"On the study made on Canadian immigrant revealed that those from India saw entrepreneurship as something positive, while the Haitian respondents tends to view entrepreneurship as an occupation of low-esteem. Cultural expectations were also obstacle for one Puerto Rican women in Washington DC as her progress towards being entrepreneur hampered by her brother, who thought that marriage is better than enjoying in self-employment".

- **Economic Factor**

Human Resources are the greatest development assets which any nation could possess. According to Yekunoamlak (2000), economic development of the country, among other things depends on availability of trained workforce. Therefore, most modern economic activities require modern technology and workforce with middle and high level of education and training for the economic development of a country. Nevertheless, majority of the TVET graduates who entered the labor market are not well equipped with the training to take opportunities for meaningful employment or self-employment due to inadequate practical skills. Therefore, the overall performance of the economy has an impact on demand to labor and money they get. According ILO (1986) the fundamental causes of urban and rural unemployment and low incomes in Ethiopia are structural and related to the resource base and limited industrial development opportunities available and these economic factors lead to a lack of employment opportunities. Even if the trainees are

skilled to do certain work, the factor that trainees to be self-employed was low. The trainees believed that they cannot get enough money to sustain their life.

- **TVET for Self-Employment.**

Self-employment represents an important route into the labor market especially in peri-urban and rural areas. However, self-employment requires more than being technically competent in a certain occupational field. In order to become successful entrepreneurs need self confidence, creativity, a realistic assessment of the market, basic business management skills and openness to risks. Starting a business, furthermore, requires access to finance, access to necessary permits and licensing and access to land or structures to operate from. MOE (2008:31)

Against this background, basic entrepreneurial and business management training will be incorporated into all relevant TVET programmes. The TVET authorities will provide assistance to TVET providers to develop appropriate training packages drawing on the magnitude of international experience in this field. TVET providers are also encouraged to consider the work environment in the local micro and small business sector when designing their training programmes. This includes, for example, the introduction and use of appropriate technologies and the organization of internships or cooperative training programmes with micro and small enterprises. The TVET executive bodies will also undertake initiatives to strengthen and raise quality in traditional apprenticeship training, as this mode of TVET delivery is particularly effective in preparing youth for self employment. (MOE, 2008).

TVET institutions shall serve as centers of technology capability, accumulation and transfer. They shall closely cooperate with the private sector in undertaking problem-solving research programmes (MOE, 2008).

- **Importance of Entrepreneurship Education**

Education is in general and entrepreneurship education in particular plays a major role in any country. It is obvious that at different levels, education given in various fields. One of the fields of great concern is entrepreneurship. Entrepreneurship is the starting of a new business or company. Entrepreneurship is a significant catalyst in development of a country's economy. Some of the most important contributions of entrepreneurship to the economy include creation of

jobs, development of better products and production methods and generation of foreign currency. As education and training is the act of increasing the knowledge and skills for doing particular jobs, many countries have come to realize the importance of conducting entrepreneurship education at various levels.

With the increasing problems of unemployment, it is necessary that the students take up self employment or carrier in entrepreneurship. In view of the above, employment possibilities shrink, the obvious option of self employment becomes a necessary alternative and it is now possible to build and develop skills that will create the confidence necessary for entrepreneurship. To this effect, coaching that can be directed to responsible and enriching small business endeavors that will benefit the individuals and the communities in which they live. (Saboe et.el,2002:80).

Each one of us is born with an entrepreneur seed deeply rooted within us. It is necessary to take proper care this nature that our entrepreneurial talent becomes kinetic. This implies that with proper training and developmental programmes, it is possible to assist an interested and motivated person to become successful entrepreneurs. The profile of adult entrepreneur reflects in many ways the characteristics attributed to vocational education students. For example most entrepreneurs are action-oriented people who believe that working hard and smart is the key to success (Oldham, 1998)

Many scholars have agreed that by pursuing the aims already mentioned, TVET institutions helps to develop a more positive attitude to problem solving abilities and responsibilities, to foster the acquisition of practical and management skills and to awaken the spirit of entrepreneurship (Saboe et.al, 2002:8). A full employment policy guarantees to job for every individual, but in countries where this policy does not prevail, individual initiative is necessary to secure employment.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

This chapter contains the research design and methodology that include source of data, sample population and sampling techniques, instrument and procedure of data and methods of data analysis.

#### **3.1 Research Design**

The design and methodology of research is based on the purpose the study (Quirk: 1979:78). The main purpose of this study is to investigate the role of TVET training towards self employment. Hence, descriptive survey method is the appropriate approach for the study. In order to reveal all the necessary data on the study, therefore, quantitative and qualitative approaches are employed as an appropriate methodology to reflect the intended purpose of the study.

#### **3.2 Source of data**

Both primary and secondary sources of data were used for this study. The primary data were collected from TVET trainees, the TVET graduate workers, woreda officers and Institutional Leader. On the other hand the secondary data were obtained from relevant books, journals, internet and related unpublished and published master thesis. To get additional information reports, policies and other documents were checked.

#### **3.3 Sampling Technique**

In this study, sampling element and three sampling techniques were considered. The study was delimited to Kolfe Keranyo Sub-city in Addis Ababa. The sampling element in this study was TVET graduate which are self employed located in three woreda and trainees, instructors and institutional leader from one TVET training institute woreda 13, in Kolfe Keranio Sub City. Using simple random sampling techniques three woredas (5, 12, and 13) out of fifteen were chosen. In these woredas there are a number of small scale industries like production of blocket, Metal work shops, wood workshops, tailors, weaving, hair making etc.

Among these small scale industries four of them were selected based on purposive sampling techniques. There are small scale industries, blocket making, metal workshop, wood workshop and hair making. The criteria used to select the small scale industries were.

- The presence of TVET graduates as a stake holder.
- The selected enterprises are participated both male and female.
- The selected enterprises are found in the three woredas.

Moreover to take the sample of 70 workers from the total of 160 populations, stratified sampling method was conducted. This is due to the workers are involved in different field of stream and their numbers vary from firm to firm for the analysis of the role of skill training and their effort on the improvement of the living conditions of the selected group.

The other target populations of the study were level 1 and level 2 trainees and instructors sample size was done in accordance with to Gay & Airisan (2003)

The basic rule behind Gay & Airsan guideline is to determine appropriate number of participants as a sample size. The guideline contains in general, if the population is large the small percentage needed to get a representative sample, which helpful to handle the data easily.

### **3.4 Samples (Participant)**

The target populations of the study were graduates from TVET in the last three years (2002-2004EC) which are self employed in the industries, level 1 and level 2 trainees and instructors. From the total of 160 stake holders 70 self employed were selected from four small scale industries, from the total of 135 trainees 98 and from 30 instructors 22 selected from Kolfe Atana

Tera TVET institution. Furthermore, 1 Institutional leader from the selected TVET institution was conceded. The detail of the sample size selection is presented in the following table.

### **3.5 Data Gathering Instrument**

In order to get adequate information, which has qualitative and quantitative value, questionnaire, interview and observation were employed. The questionnaire consisted of two parts. The first part consists of items which are related to demographic variables, such as sex, the major subject they studied and their training centers. The second part consists of closed ended and open ended questions were considered.

### **3.6 Procedure of Data Collection**

After developing the data gathering instrument, pilot testing was conducted to test the validity and reliability of the instruments in General Wunget TVET College. This was better strategy to check whether or not the items included in the instrument enable the researcher to gather relevant information.

For the pilot study 12 questionnaires which were distributed in the aforementioned College also checked by Gullele woreda industry zone entrepreneurs. The questionnaires after being evaluated and checked through pilot test, the final form was developed. Besides, based on the comments obtained, some ambiguous items were simplified, irrelevant questions were omitted. Finally, the questionnaires were distributed the concerned respondents.

### **3.7. Data Analysis**

Depend on the nature of the basic question gathered data the following statistical tools may be applied.

- Frequency counts,
- Percentages

Percentage and frequency counts were employed to analyze various characteristics of the sample population. These statistics tools helps to determine the relative standing characteristics such as

age, sex, educational status and other questions with ordinal and nominal characteristics (Daniel,2008)

## CHAPTER FOUR

### 4.1 DATA PRESENTATION AND ANALYSIS

This chapter deals with the presentation and analysis of data gathered from the sample respondents. Relevant data and information collected from questionnaire were presented and analyzed. The analysis and presentation of data are categorized in to two parts. The first category includes the characteristics of respondents. The second category focuses on analysis and presentation of the data on the role of TVET training in improving the self- employment opportunity.

Interview was conducted with Institutional Leader. Based on the responses secured from each group of the respondents the analysis and interpretation of the data are presented in the following manner.

**Table 1: Back ground of the Respondents**

No.	Item	Respondents		
		Trainees	Instructors	Business Owners
		No(%)	No(%)	No(%)
1	Sex			
	Male	60 (67%)	14 (70%)	42 (68%)
	Female	30 (33%)	6 (30%)	26 (32%)
	Total	90 (100)	20 (100%)	62 (100%)

2	Age			
	Below 16			
	16-20	82 (91%)		
	21-25	8 (9%)	18 (90%)	26 (42%)
	26-30		2 (10%)	12 (19%)
	31-35			13 (21%)
	36-40			11 (18%)
	Above 40			
	Total	90 (100)	20 (100%)	62 (100%)
3	Educational Qualification			
	Certificate			18 (29%)
	Diploma		6 (30%)	36 (58%)
	BA/BSC		14 (70%)	8 (13%)
	MA/MSC			
	PHD			
	Others			
	Total		20 (100%)	62 (100%)
4	Year of Service			
	0-4		18 (90%)	30 (48%)
	5-8		2 (10%)	28 (45%)
	9-12			4 (7%)
	13-16			
	Above 16			
	Total		20 (100%)	62 (100%)
5	Field of Training			
	Construction	50 (56%)	10 (50%)	24 (39%)
	Industrial	20 (22%)	6 (30%)	36 (58%)
	Business	20 (22%)	4 (20%)	2 (3%)
	Total	90 (100%)	20 (100%)	62 (100%)

Table 1 comprises data of three target group respondents' background which were trainees, instructors (Trainers) and business owners. Both trainees and trainers were from TVET Institutes and the business owners from micro and small scale enterprises.

Regarding the age group of respondents', it is clear that the majority of respondents 60(67%) of trainees were males while the remaining 30(33%) were females. And also, the majority of instructors, 14(70%) included in the sample were male. Similarly, it can be seen from the same table that 42(68%) of business owners were male respondents and the remaining 26(32%) were female. In this area there was a wide gap in terms of representation between the two sexes which might have an impact in the training.

Concerning the age group of respondents' majority of the trainees and trainers regardless to which institution they belong they were in a young age. Were as, the business owner respondents were found in the age of relative maturity. The table shows that more than 90% of respondent trainees were between 16 and 20 years of age which indicates that TVET graduates join the world of work at a very young age. Similarly, the same table shows the age group of trainer respondents 18(90%) and 2(10%) between 21 to 25 and 26 to 30 which means majority of the trainers as mentioned above are male. It shows the institution faces high turnover of the instructors. It may have an impact on the quality of the training. On the other hand, the business owners age groups refers to 26(42%) and 12(19%) between 21 to 25 and 26-30 respectively. And also 13(21%) and 11(18%) of the business owners are within age group of 31 to 35 and 36 to 40 respectively.

Regarding educational qualification of respondents (item 3 of table I) shows that the large majority 14(70%) of the instructors were at Degree level while the remaining only 6(30%) of them have got their diploma. From the business owners 18(29%), 36(58%) and 8(13%) of the respondents have certificate, diploma and degree respectively.

With regard to the service years, similar to the age group the business owners have served more than trainers in general. Majority of trainers have served less. To clarify that 18(90%) of trainers served in the institution only from 1 to 4 years. On the contrary 30(48%) of the business owners have served 1 to 4 years which means the majority of the business owners respondents 28(45%) and 4(7%) have served 5 to 8 years and 9 to 12 years respectively. This means they can be a

good source of information regarding the importance of TVET towards self employment and the strengths and weaknesses of the training they have taken.

Coming to the field of training of respondents (Item 4, table 1) 50(56%), 20(22%) and 20 (22%) trainees from the institution are construction, industrial and business respectively which shows majority of the trainers have joined construction department. From the trainers 10(50%), 6(30%) and 4(20%) are construction, Industrial and business instructors respectively. On the other hand business owners 24(39%), 36(58%) and 2(3%) respondents have graduated in construction, Industrial and business respectively.

**Table 2 Placement and Streaming of Trainees**

No	Item	Respondents	Frequency		
			Yes	No	Total
			No(%)	No(%)	No(%)
1	Whether the trainee has insisted to join this field of study	Trainees Instructors Business Owners	38 (42.2%)	52(57.8%)	90 (100%)
2	Whether the students select their field of study by their own choice	Trainees Instructors Business Owners	50 (55.6%) 36 (58%)	40(44.4%) 26 (42%)	90 (100%) 62 (100%)
3	Whether the placement of the trainees to TVET institutions by assignment of the government education bureau rather than on the basis of their own choice.	Trainees Instructors Business Owners	80 (88.9) 58 (93.5%)	10(11.1%) 4 (6.5%)	90 (100%) 62 (100%)

4	Had they been given the chance, whether the trainees would prefer to join preparatory program	Trainees Instructors Business Owners	82 (91.1%)	8 (8.9%)	90 (100%)
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As illustrated in Table 2, respondents give their opinions to the questions raised in relation to placement and streaming of trainees. Item 1 of this table asks if trainees have people whom they know insisted to join at the major fields of training what they have taking. In response to this question, 52(57.8%) of trainee respondents indicated that there were no person or families they could remember to insist them to join their trainings.38 (42.2%) of these respondents revealed that there were person or families to insist them to join their training. This was seen from the result that majority of respondents had not awareness to select TVET training. Thus from the majority of the respondents, it is possible to conclude that selection of the training program offered by the government education bureau. It may influence on the interest of the trainees.

As responses made to item 2 of the same table, the majority, 50(55.6%) and 36(58%) of trainees and business owners respondents respectively confirmed that placement of trainees in the major field of study is carried out by their own choice, and that direct assignment of the Government Education Bureau (44.4% and 42%) has play a little bit less role in the process comparing with trainees choice. This shows that even if the students who assigned on the TVET institution they have not got the chance to join preparatory program after they assigned the TVET program the department choice is based on their own choice.

Item 3 of the same table shows, the large majority 80(88.9%) and 58(93.5%) of trainees and business owner respondents respectively confirmed that placement of trainees in TVET institution is carried out by direct assignment of Government Education Bureau and that trainees choice or interest has lesser role to play in this process. This idea is shared by the institutional leader on the interview session.

Asked whether they would prefer to join the preparatory program had they been given the chance, 82(91.1%) of trainee respondents mentioned that they would prefer to join preparatory program had such a chance been given to them. Only 8(8.9%) of them reflected that they have no

grievance for joining TVET institution for skill training. This is the direct indicator for the problem of lack of interest.

**Table 3. Trainees Interest and Perception of their Performance in the Training**

No	Item	Respondents	
		Trainees	Instructors
		No(%)	No(%)
1	Interest of trainees in the training they are now taking		
	• Very high	12 (13.3%)	2 (10%)
	• High	30 (33.4%)	5 (25%)
	• Medium	21 (23.3%)	7 (35%)
	• Low	20 (22.2%)	4 (20%)
	• Very low	7 (7.8%)	2 (10%)
	Total	90 (100%)	20 (100%)
2	If the trainees interest is low or very low what is the major problem		
	• Curriculum Problem	3 (15%)	
	• Family problem	10 (25%)	2 (50%)
	• Academic performance problem	5 (25%)	2 (50%)
	• other	2 (10%)	
		Total	20 (100%)
3	If the trainees get the chance whether the trainees would like to go further through this profession		
	• Yes	48 (53.3%)	
	• No	42 (46.7%)	
		Total	90 (100%)

4	Do you believe that your trainees will successfully complete their training by developing the necessary skill that will enable them to be self employed		
	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	50 (55.6%) 40 (44.4%)	11 (55%) 9 (45%)
Total		90 (100%)	20 (100%)

Looking at the response made to the idea raised in item 1 of table 3, 20(22.2%) of trainee respondents stated that their interest in the training they are taking is low. 42(46.7%) of respondents reflected that their interest in the training they are currently taking is high or very high. About the instructors point of view, their opinion does confirmed the feeling shared by the majority of trainees because a total of 7(35%) of respondents reflected their judgment that their trainees have high and very high interest in the training they are currently taking. Of those sample trainees who expressed their interest in the training they are taking to be low and very low, the majority of the respondents 15(75%) raised academic and family problem as the main cause for their lack of interest in the training they are taking. 4(100%) of the sample instructors also said the family and academic problem has influence on the interest of the trainees.

Generally speaking on relation to the interest of the trainees in their training relatively high shared with 48(53.3%) of the sample trainees are they would like to go further or wants to upgrade their skill through their field of study (profession). This can be sufficient indicator of the fact that after joining of the TVET program most of the trainees increase their interest and wants to upgrade themselves through skill training. What should be noted here is that the training is attractive and promising in enhancing skill development and to see the way of self employment. In the same manner, the response to item 4 is that, 50(55.6%) of the trainees and 11(55%) of the instructors expressed that the trainees can rely on the training to become competent in the labor market in easily selling themselves or opening their own business. But 40(44.4%) of trainees respondents opposed the idea. This indicates that still there were trainees who could not believe with the quality of the training.

**Table 4: Trainees Perception of their Performance for Self-Employment**

No	Item	Respondents	SD	D	N	A	SA	Total
			No(%)	No(%)	No(%)	No(%)	No(%)	No(%)
1	If I get the opportunity and financial support I will be self employed	Trainees Instructors Business Owner	5 (5.6%)	6(6.7%)	21(23.3%)	28(31.1%)	30(33.3%)	90(100%)
2	The course I am taking is helping	Trainees Instructors Business Owners	4 (4.4%) 2(10%) 3(4.8%)	10(11.1) 2(10%) 3(4.8%)	18(20%) 3(15%) 10(16.1%)	32(35.6%) 9(45%) 24(38.7%)	26(28.9%) 4(20%) 22(35.5%)	90(100%) 20(100%)

	me to be self-employed					%)	%)	62(100%)
3	My self confidence increase if I am self employed	Trainees Instructors Business Owners	3(3.3%) 1(1.6%)	4(4.4%) 2(3.2%)	9(10%) 2(1.6%)	10(11.1%) 17(27.4%)	64(71.1%) 40(64.5%)	90(100%) 62(100%)
4	Due to the consultancy and counseling service prepare trainees for self employment	Trainees Instructors Business Owners	16(17.8%) 6(30%)	40(44.4%) 6(30%)	18(20%) 2(10%)	10(11.1%) 4(20%)	6(6.7%) 2(10%)	90(100%) 20(100%)
5	The performance of teachers foster the trainees towards self-employment	Trainees Instructors Business Owners	8(8.9%)	10(11.1%)	16(17.8%)	40(44.4%)	16(17.8%)	90(100%)
6	The government	Trainees Instructors Business	14(15.5%)	15(16.7%)	20(22.2%)	21(23.3%)	20(22.2%)	90(100%)

	bureaucracy is obstacle for self employment	Owners						
7	The curriculum of the institution is well organized and has a room to foster us to be self employed	Trainees Instructors Business Owners	5(5.6%) 2(10%) 9(14.5%)	7(7.8%) 3(15%) 7(11.3%)	19(21.1%) 2(10%) 12(19.4%)	39(43.3%) 7(35%) 22(35.5%)	20(22.2%) 6(30%) 12(19.4%)	90(100%) 20(100%) 62(100%)

**Note:-SA=Strongly Agree    A=Agree    N=Neutral    D=Disagree    SD=Strongly Disagree**

As illustrated in table 4, item 6 were stated negatively, while the remaining items were presented positively. For analysis purpose, the response of the negatively stated items was reversibly scored. Thus response frequencies of strongly agree and agree categories for negatively stated item show the negative perception of the respondents. Similarly response frequencies of disagree and strongly disagree categories indicate the positive nature. Item 1 of this table which states that trainees are so much interested to be self employed if they get the opportunity and financial support 58(64%) of the respondents gives a clear image of a strong interest to be self employed if thing becomes smooth. As stated in the literature part to motivate entrepreneurship (self-employment), as many people believe money has a great role. The needs for each achievement and a desire to be independent have a great role in this issue. This can have influence on the

curriculum, which is developed to create self confidence and creativity. The TVET curriculum contains the program to enhance skills and abilities of trainees

Responses made to item 2 table 4, it is easy to observe that most trainees, instructors as well as business owners shared their idea about the importance of the course which is given to the trainees for self employment. Sample trainees reflected their strong agreement and agreement by 26(28.9) and 32(35.6%) respectively, which gives a total of 58(64.5%) support to the idea raised. On the contrary 35.5% of the respondents did not support the idea. Sample instructors also gave their support to this idea by strongly agree and agree 4(20%) and 9(45%) respectively. In the same manner the majority of the business owners feel that seeing things from the practical point of view training which they have been taken is very supported them to open their own business.

Regarding Item number 3 in the same table, through agree and strongly agree responses were greater in sum, the highest number of respondents 64(71.1) said strongly agree. The business owners respondents did strengthen this response 40(64.5%) of them replied strongly agree.

About the performance of the instructors and the organization of curriculum item 5 and 7 respectively is concerned the trainee respondents replied in the positive manner. For the analysis 40(44.4%) and 16(17.8%) of the trainee respondents replied agree and strongly agree responses about the performance of the instructors has contributed to fostering the trainee towards self employment. The designed curriculum also sees positively major in number by trainees, instructors and business owners. These respondents reflect degree of agreement or disagreement in the following manner. The total of 59(55.5%), (43.3 to 22.2) percent of trainee respondents supporting the idea by saying agree and strongly agree. A total of 13(65%) of instructors and 34(54.9%) of business owners respond positively by saying agree and strongly agree.

With regard to the consultancy and counseling service is concerned, the trainee respondents are not that much satisfied, even the data shows the existence in the institution with the great suspecting. Sample trainees reflected their strong disagreement and disagreement by 16(17.8) and 40(44.4) with the availability of the service respectively. And also the sample instructor respondents strengthen this perception.

Item 6 in the same table also the feelings of the majority of the trainee respondents about the government unnecessary bureaucracy, does not give a hope to be self employed. For analysis

item 6, the respondent replied 14(15.5%) strongly disagree 15(16.7%) disagree, 20(22.2%) neutral, 21(23.3) agree and 20(22.2%) strongly agree. The comparison between the sum total of strongly disagreement and disagreement (16.7% + 22.2%) with the sum total strongly agreement and agreement.20(22.2% + 23.3%) indicates that the greater number of respondents says strongly agree and agree with the availability of the government bureaucracy which is influencing the self employment initiation. This result clearly indicates that availability of the government bureaucracy has a great impact on the individual who wants to open his own business. What should be noted that even though there is the lack of consultancy and counseling service in the institution, and availability of the government bureaucracy, the majority of the trainees by support of their instructors and suitable condition of the curriculum trying to take their training with the interested manner and also have convinced themselves to be self employed. It shows how much the instructors and the well designed curriculum contributed to the self employment motivation for the trainees. The issue stated on the literature about the curriculum, the TVET curriculum is designed in modular approach for its more flexibility, easy to integrate to other courses and adopted to individual needs (MOE,2001:1) According to MOE in Bizuneh (2006:48) the training module is structure in to occupation, jobs, duties and tasks, occupation is the major area in which trainees can be qualified. Jobs are the main branches of occupations. Duties are the main frameworks to be performed in the job and tasks are the smallest possible activities in the duties.

**Table 5 Availability of Qualified Instructors, Efficient Machineries and Supplies**

No	Item	Respondents	SD	D	N	A	SA	Total
			No(%)	No(%)	No(%)	No(%)	No(%)	No(%)
1	The theoretical knowledge and practical	Trainees Instructors	9(10%) -	9(10%) -	21(23.3%) -	27(30%) -	24(26.7%) -	90(100%) -

	skill given by the instructors so far are interesting							
2	The training institution has sufficient number of instructors that have the necessary experience and skill	Trainees Instructors	20(22.2%) 2(10%)	27(30%) 12(60%)	11(12.2%) 2(10%)	16(17.7%) 2(10%)	16(17.8%) 2(10%)	90(100%) 20(100%)
3	Instructors usually encourage trainees to ask questions and provide immediate response	Trainees Instructors		4(4.4%)	10(11.1%)	51(56.7%) 12(60%)	25(27.8%) 8 (40%)	90(100%) 20(100%)
4	The 30% theory and 70% practice are properly	Trainees Instructors		7(7.7%) 2(10%)	13(14.4%) 3(15%)	42(46.7%) 11(55%)	28(31.1%) 4(20%)	90(100%) 20(100%)

	implem ed							
5	The training institutions have efficient machineries and provided sufficient materials	Trainees Instructors	33(36.7%) 7(35%)	27(30%) 9(45%)	11(12.2%) 2(10%)	15(16.7%) 2(10%)	4(4.4%) -	90(100%) 20(100%)
6	The training institution has enough classrooms, working space and budget for supply of materials	Trainees Instructors	41(45.6%) 6(30%)	19(21.1%) 8(40%)	9(10%) 3(15%)	17(18.9%) 2(10%)	4(4.4%) 1(5%)	90(100%) 20(100%)

Note SA= Strongly Agree

A= Agree

N= Neutral

D= Disagree

SD= Strongly Disagree

Table 5 above presents opinions of trainees, and instructors on the availability of qualified instructors in sufficient number, availability of efficient and sufficient machineries and supplies as well.

Item 1 of this table which stated that, trainees are fully satisfied with the training with the total of 51(56.7%) trainees' respondents. But the total of 18% of the trainees' respondents was not fully satisfied on the training. Looking at response made to the idea raised in item 2 of table 5, it is easy to observe that, even though existing instructors are theoretically and practically efficient they are small in number. For analysis purpose sample trainees 20(22.2%) and 27(30%) of the respondents strongly disagreed and disagreed respectively with the availability sufficient number of the instructors. Sample support also strengthen this idea by 2(10%) and 12(60%) of the respondents strongly disagree and disagree respectively. The interview session with the leader of the institution also confirmed this fact. Regarding item 5 in the same table the respondents (trainees and instructors) stand on the contrary. A total of 60(66.7%) of trainee respondents have the negative response with the availability of efficient machineries and supplies as well. As stated in item 2 the instructors here also stand beside the trainees' idea. A sum total of 16(80%) of instructor respondents support the majority of trainee respondents .Similarly the sample trainees and instructors about the availability of enough class room, working space and assignment of budget, and requests respondents to reflect their idea. A total of 60(66.7%) (45.6+21.1) trainees respondents and 14(70%) (30 +40) instructors respondents respectively with strong disagreement and disagreement about the issue. Which means the institution does not have enough working space, class room and sufficient budget as well. The observation and interview analysis confirms this idea in depth. At the time of observation, for instance the construction training place is very narrow. Because of this reason the institution oblige to destruct the training model which is constructed by other trainees to ready the space for the next practical training.

Regarding item 3 table 5 responses made by trainees, instructors usually encourage trainees to ask questions and provide immediate response. This opinion, which is shared by a total of 76, more than 84% of the trainee respondents and shared by 100% of instructors respondents. The researcher observed the situation in the class room and confirms the idea.

Taking the response made to item 4 of table 5, 42 (46%) and 28(31.1%)of the trainee respondents agree and strongly agree respectively about the idea 30% theory and 70% practice properly implemented . The instructors also strengthen this idea by the sum total of 15(75)

percent(55+20) percent. From the interview point of view the institutional leader confirms this fact with respect to the support of private industries and other business organizations.

**Table 6 Trainees Perception of Self-Employment**

No.	Item	Respondents		
		Trainees	Instructors	Business owners
		No(%)	No(%)	No(%)
1	What is the motivation factor should be made to encourage self employment <ul style="list-style-type: none"> <li>• Financial support</li> <li>• Work place</li> <li>• Moral support</li> <li>• Other</li> </ul>	51(56.6%) 23(25.5%) 17(18.8%)	9(45%) 8(40%) 3(15%)	
	Total	90(100%)	20(100%)	
2	Do you believe that entrepreneurship course have play a major role for self-employment opportunity <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>			57(91.9%) 5(8.1%)
	Total			62(100%)

The issue regarding the motivation that should be made to encourage self employment, much more trainees and instructor respondents reflect a common feeling that the support given to the trainees should be high. 51(56.6%) of trainee respondents and 9(45%) of instructor respondents give their opinion more seriously that support should be financial. On the other hand 23(25.5%) and 8(40%) the trainees and instructors respectively indicating the work place has a motivation factor to be trainees self employed. The remaining trainee and instructors respondents give emphasis on moral support as a motivation factor for self-employment.

Regarding item 2 table 6 shows that business owners are satisfied with the entrepreneurship course being given in their training institutions, 57(91.9%) of business owners confirmed that the subject matter plays a major role for their current own business creation and development. As the response indicate that the subject, as it is now being given is so far good in producing entrepreneurially motivated individuals. As stated in the literature part according to Saboe.et.el, (2002:80) with the increasing problems of unemployment, it is necessary that the students take up self employment or carrier in entrepreneurship. In view of the above, employment possibilities shrink, the obvious option of self employment becomes a necessary alternative and it is now possible to build and develop skills that will create the confidence necessary for entrepreneurship. To this effect, the characteristics, traits and coaching that can be directed to responsible and enriching small business endeavors will benefit the individuals and the communities in which they live.

**Table 7: The Support given, Location and Duration of the Training**

No.	Item	Respondents
		Business owners
		No(%)
1	Did you employed in government or private organizations before you start your own business	
	Yes	18(29%)
	No.	44(71%)
	Total	62(100%)
2	Did you get any support from the government, your friends or relatives to start your business	
	• Yes	62(100%)
	• No	
	Total	62(100%)
3	If the support is given which type of support you got	
	• Financial support	33(53.2%)
	• Work placement	24(38.7%)
	• Moral support	5(8.1%)
	Total	62(100%)

4	Which organization did offer the training - Government TVET - Private TVET - Other	62(100%)
	Total	62(100%)
5	For how long the training stayed • For below one year	54(87%)
	• For 1 -2 years	8(13%)
	• For 3-6 years	
	Total	62(100%)
6	Is the duration of the training sufficient • Yes	30(48.6%)
	• No	32(51.6%)
	Total	62(100%)

As indicated in the above table item 1, the great majority of respondents of business owners 44(71%) replied that they did not employed before getting the training and starting of their own business while only 18(29%) of the respondents responded that they had the opportunity. Accordingly, we can say that the training was effective for graduates to create their own business.

With regard to item 2, respondents were asked whether they have got the support from the government, relatives or friends. The business owner respondents responded that they got the support. To support this, item 3 of the same table informs us that great section of business owners, 33(53.2%) have got financial support. In the same manner 24(38.7) and 5(8.1%) business owners respondents have got work place and moral support respectively. This indicated that some of the business owners are organized financially supported and facilitate with the work place by the government or other parties.

Regarding to item 4 tables 7, the location and duration of the training almost all of the business owners took the training from government institutions. Even though there are a number of private institutions to offer such training government education bureau did not assign the trainees

to them. Thus, government TVET institutions especially found in respective sub city are exclusively responsible in offering the intended kind of training. This idea was confirmed by the interviewees. The institution leader said, because of the limited budget of the government the trainees does not get the opportunity to take the training in the private training institution. And the education policy does not include the private training institution for the assignment of student unless the payment is covered by the trainees.

Duration can affect the relevance of the training in many aspects and also setting the appropriate length of the training period is sufficient condition for successful training session. For item 5 on the same table, most of respondents of business owners 54(87%) replied that they have trained with in a period of 1-2 years, on the other hand the remaining 8(13%) of the respondents replied that the duration of the training range from 3-6 years.

In this regard item 6 table 7 of the business owners respondents 30(48.6%) responded that they appreciate the duration of training for which they are satisfied on the program. But a little bit more respondents 32(51.6%) who have been participated in the training also perceived the duration is too short to acquire the enhanced knowledge and skill. However, according to the sub city's micro and small scale industries enterprise officer Ato Tesfa Wube, the aim of training is not just to impart sufficient knowledge and skills in one year training course but to involve in the development activities through a continues process. But the officer says about the training which is given above one year is enough the trainees to be efficient. What the officer was said that the length of the training is not a major factor for the skill development, if other factors, like availability of necessary materials, skilled instructors and training space etc. Even if the training is not enough it is continues and complete well connected to the activities of the beneficiaries.

**Table 8: Motivational Effects for Readiness to Self-Employment**

No	Item	Respondents
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1	I suggest separate fields of studies for male and female	Trainees Instructor Business owners	34(37.7%) 23(37%)	26(28.8%) 21(33.8%)	14(15.5%) 4(6.4%)	12(13.3%) 9(14.5%)	4(4.4%) 5(8.1%)	90(100%) 20(100%) 62(100%)
2	I suggest that my field of study is more better for male/female than male/female	Trainees Instructor Business owners	37(41.1%)	22(24.4%)	7(7.7%)	14(15.5%)	10(11.1%)	90(100%)
3	I believe that my field of study has more risky and difficult for male/female than male/female	Trainees Instructor Business owners	23(25.5%)	36(40%)	13(14.4%)	11(12.2%)	7(7.7%)	90(100%)

4	Male trainees are highly motivated to be self employed than female trainees	Trainees Instructor Business owners	13(14.4%)	21(23.3%)	46(51.1%)	7(7.1%)	3(3.3%)	90(100%)
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Note SA= Strongly Agree      A= Agree      N= Neutral      D= Disagree      SD= Strongly Disagree

As illustrated the above table 9 item 1, 2, 3 and 4 refers to the perception between boys and girls. Some of the question items were not directly asked about their perception on towards self employment. For example, question item 1 was stated positively. However the majority of the trainees 60(66.5%) and 14(70%) of the instructors respondents strongly disagree and disagree with the idea. Opinions of this group of respondents supported by the business owners by the total of 43(78%).

Item 3 was not state positively. The trainee respondents, which were a total of 59(65.5%) (Strongly disagree and disagree that their field of study was not risky). Even if the majority of trainee respondents disagree on the issue still some number of respondent have some hesitation. Therefore, it shows, there was a perception difference between respondents. It can be conclude that the significance difference emanates from the level of society and cultural influence.

The response mentioned on the above about, item 3 gives us a clue why the majority of trainee respondents disagree with item 2 in the same table. Item 4, was not favored by 34(37.7%) (Strongly disagree and disagree) of the respondents, which shows, the idea that male trainees are highly motivated to be self employed was not accepted. But there were still some respondents which have positive responses about the issue. Therefore, there was perception difference emanate from the society believe, that male is better than female in all aspect. But, we can see

some progress with the perception about the gender difference comparing to the old one, there is somehow changed. In this aspect the researcher observed that there was lack of equal gender distribution with the department. For instance, all of the trainees which are attending hair making training are females. It is indicates that there are some gender difference with respect to selection of the department.

**Table 10: Market Need**

No.	Item	Respondents	SD	D	N	A	SA	Total
			No(%)	No(%)	No(%)	No(%)	No(%)	No(%)
1	My field of study is very necessary for current market need.	Trainees Instructor Business owners	3(3.3%) ) -	6(6.6%) 1(5%)	20(22%) 3(15%)	32(35.5) 13(65%)	29(32.2%) ) 3(15%)	90(100%) ) 20(100%) )
2	Is the current market needs gives a guarantee for the prospective	Trainees Instructor Business owners	2(2.2%) )	9(10%)	53(58.8%) )	19(21.1%) )	7(7.7%)	90(100%) )

	graduates continued for the long future time.							
3	The skill which I have developed by the training is helping me to penetrate the market competition .	Trainees Instructor Business owners	4(6.4%) )	12(19.3%) )	12(19.3%) )	20(32.2%) )	15(24.2%) )	62(100%) )

Note SA= Strongly Agree      A= Agree      N= Neutral      D= Disagree      SD= Strongly Disagree

As indicated in item 1 table 10, regarding the necessity of the trainees field of study for the current market need is concerned 29(32.2%) and 32(53.5%) respondents said strongly agree and agree respectively. But 20(22%) of trainee respondents are on the neutral position. What indicates is that the trainees who were in the training session do not know about the market need. In the same manner majority of the instructors which are 16(80%) responded their opinion positively about the idea like the majority of the trainees.

With regard to second item table 2 which refers to the continuation of the current market need for the long future time, the trainees respondents put their major opinion at 53(58.8%) and 19

(21.1%) neutral and agree position at the options. This may show us, even if the majority of the respondents 19(21.1%) said agree on the issue comparing to disagree position, the majority 53(58.8%) of the trainee respondents have not any forecasting idea about the future. It indicates that there was not any counseling and consultancy service in the institution either lack of awareness or undue attention given by the concerned party. Unless the trainees know about the future market need, their motivation and interest for self employment becoming reduce.

The response to the third item in the same table was how much the skill developed by the training helps the trainees penetrate the market competition, to which 15(24.2%) and 20(32.2%) business owners respondents said strongly agree and agree respectively. This could imply that there is a gap of technically skilled manpower in the country. But the total of the remaining 27(43.6%) of the business owners responded on the contrary. In addition to this based on existence of the positive situation in the country like supply of finance credit with less interest, work place and idea for many prospective graduates motivated to start their own business.

## **4.2. Data Analysis Concerning Interview**

The Study consists of the qualitative research based on interview. By taking time with respondent (Institutional leader),I tried to get the belief, understanding and ideas of participate with structural interviews

The first question forwarded for the interviewee was whether the institution has enough qualified instructors or not. The interviewee responded “the institution has not sufficient instructors. Even

though the constraint is there we tried to compromise the problem by initiating the available instructors to do more. Hence this helps them to become entrepreneur”

The response about the motivator factor to enhance self employment ”yes” “it helps them how to create and manage their own business, but trainees need the lesson of entrepreneur carefully and the concept must be applied practically”.

Response to the question “to be self employed is better than government employed?” the respondent feel it is better to be self employed, because there is freedom and the financial income also becomes increase. But the one who wants to be self-employ, he/she should be strong in his/her goal.

The response to the relevance of training for self employment and the current market need “our countries current situation conducive for the technical person, because she is at developing stage, I feel it positively. The curriculum is highly organized and properly designed, if it is properly implemented, things are easy to be self-employed”.

Response about the interest of trainee to their training concerned, institutional leader said “yes” to be frank in the very beginning time, means at the time of entrance most of the trainees could not interest to follow up the training, but after joining and starting the training they tremendously increase their interest.

About the budget is concerned the respondent says “No” what she explain to me is that “the government education bureau does not assign enough budget for the day to day operation of the institution. In addition to that she disclosed that the training area also very narrow for practical training. To use the available space properly we obliged to construct and demolish the building what the trainees build for the practical exercise (re use the space).” The researcher confirmed and shares this idea because it was observed at the time of observation

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This last part of the study deals with the summary of the major findings of the study, the conclusion reached at, and the recommendations forwarded on the basis of the findings.

#### **5.1. Summary and Major Findings**

The purpose of this study was to assess the role of technical and vocational education and training for self-employment, the basic question mentioned in the statement of the problem were designed to guide and direct the research. The study was conducted in government TVET institution of Addis Ababa particularly in Kolfe Keranyo sub city Kolfe Atana Tera TVET institution. All possible efforts were made to get the most probable answers to the basic questions by collecting relevant information through questionnaires, interviews and observation. The trainees who participated in this study were level I and II prospective graduates, as well as major field instructors and business owners. A total of 172 respondents were participated from the three parties. Therefore, to investigate the role of TVET in self-employment the following specific question were formulated.

- Is the current TVET curriculum is relevant for self-employment?
- What is the general perception and preparation of trainees for self-employment?
- Is the current TVET programs designed in term of market need?
- Is there any significance difference between male and female trainees and development trainees about being self-employ?

The study employed mixed (qualitative and quantitative) were used based on the analysis and interpretation of the data the following summaries of findings are obtained.

- The interest of trainees towards their field of study they enrolled was a little positive. The study revealed that even if the positive respond was a little bit more than negatively responded there is still the gap of the lack interest. The major causes for this was indicated to be family problem 10(50%) and academic performance problem 5(25%) of the total negatively responded. In the same manner the study revealed that majority of the respondents are very interested to go further through this profession.
- The majority of the respondents revealed that, if the support given to the trainees there is the interest to be self employed. Because as the study revealed performance of the instructors and the curriculum of the program is highly motivated them to be self employed. On the contrary the study revealed that there was lack of consultancy and counseling service independently.

- The training was effective and interested in theoretical and practical skill development. This outcome of the training i.e. the contribution for self-employment is satisfactorily.
- The study indicated that there are still lacks of sufficient number of instructors in TVET institutions.
- The institution could properly follow the 30 percent theory and 70 percent practice training system. And also revealed that the instructors are highly appreciated to raise the question from the trainees and give immediate response.
- The training was not effectively in supplying the necessary machineries, raw materials work places and spare parts. And the study revealed that there was still the lack of budget.
- The finding disclosed that entrepreneurship course had played a major role for self-employment.
- All of the business owners' respondents confirmed that there was financial, work place and moral support given by the government proportionally.
- All of the respondents revealed that they were graduated from the government TVET institutions. The duration of training ranges from 1-2 years for most of the training. And most of the respondents believe that the time is not adequate.
- The study revealed about the gender issue, all of the respondents confirmed gender issue is not a factor for the training and practical work as well.
- Majority of respondents shared a feeling that the training they are taking can make them competent in the labor market to easily sale themselves, to open their own business and even to compete the market. But they did not know about whether this condition continued in the long future time or not.

## 5.2. Conclusion

The policy and strategies of education and training is designed to expand and to improve technical and vocational education and training to produce a middle level skilled work force so that it can meet the demand of labor market and to generate their own income.

It is worthy to mention how much important the proper implementation of TVET strategy to utilize the economical active groups appropriately and effectively through supplying with the knowledge, skill and attitude. However, it has been found from the study that significant problems of self-employment are worrisome. Based on the above finding conclusion are drawn in relation to the objective stated.

- The placement of students in TVET institution based on matriculation result point have its own impact on the trainees interest and moral, as a result, students do not join the TVET program with bright vision from the very beginning.
- For the readiness and interest of TVET students towards the TVET program, availability of career guidance and counseling service is very essential. The fact that there is no the above mentioned service in the institution.
- Training institution do not have sufficient number of instructors, this may create lack interest to give practical and theoretical training in appropriate manner.
- The institution does not have modern machineries with sufficient number of forced the instructors to use the machine by modification.
- The effect of insufficient budget assigned to the institution sometimes the practical training interrupted. And the lack of work place, spare parts also has a significant effect for the proper implementation of the TVET program.
- The effect of support given by the instructors has a positive perception by trainees. The trainees perception towards self-employed is high, if they have financial and material support. So I conclude that the trainees' perception is in good condition toward the support given.

- The current TVET curriculum program is properly design for the trainees to be technically qualified, sale themselves to the market and to create their own business.
- Attitudinal change by the gender issue has becoming increase. The society and cultural influences about this idea were eroded.
- The ideas about the importance of currently designed TVET program for the market need are seen positively. But, there is a lack of information about whether it is continued or not.

### **5.3. Recommendations**

This section of the study tries to give solutions for the problems identified in chapter one, analyzed, organized, summarized and interpreted in chapter four and finally concluded in the fifth chapter. Thus, the remedial actions to be taken in accordance to summary finding are as follows:

- Even though there is well organized, TVET curriculum is available, the sub city administration needs to work property toward implementation.
- The support given for encouraging the trainees to be self-employed should be strengthening, by giving more attention to the entrepreneurial class by establishing the counseling and guidance service department. This has to be done by entrepreneur trainers and institutional leaders.
- The perception of gender equality should be developed by giving more training about the issue, and entrepreneur trainers shall invite outstanding or successful female effective entrepreneur to give orientation.
- Vocational guidance and counseling service in TVET institute in mandatory. This is due to the contribution it has to do with career choice, preparation for world of work examining professional abilities, job market opportunities and personal desire.
- The challenges of trainees to become self employed should be reduced by providing a startup capital, work place. The microfinance and sub city administration should do this task.

- The perception of trainees to be self employed should be strengthen and improved further more with the help of the society. The instructional leaders have to create the facility to invite the trainees' family to bring gradual change about old thinking.
- The institutional leaders should give attention on globally changing labor market need and should upgrade the curriculum accordingly.
- Sufficient number of qualified instructors should be assigned in the institution. The sub city administration should do on it.
- Efficient machineries should fulfill in sufficient number. Because without technologically advanced machinery the trainees cold not properly trained. The result of the graduate could not develop self confidence to become self employed.
- All in all the sub city needs to rethink all the components of training programme, assignment of the budget and fulfillment of working space and spare parts.
- To make transition from school to world work smooth and easier for trainees, training institutions have to establish close link with the industrial sector and coordinate the trainings that take place at both sites so that trainees can pass through continuous and uniform training process to develop reliable skills that can make them competent in self-employment market.
- Finally depending on TVET objectives and strategies, Kolfe Atana Tera TVET institution should:
  - Focus on self-employment: by preparing the trainees for starting their own business by creating smooth situation and working together with micro and small enterprise offices.
  - Create income generating activities for the prospective graduate, for initial investment resources.

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# **Appendix A**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Business Education**

**Questionnaires to be filed by TVET Trainees from the selected TVET Institution;**

**The Questionnaire is designed to gather data on the participation of trainees in the Sub City. I am conducting a research on the role of TVET for the self-employment opportunity. The data to be collected through this questionnaire are highly valuable to address the objective of this research. The information you supply through this questionnaire will be kept strictly confidential and it will be used for academic purpose only. Therefore, you are kindly requested to carefully fill in and return questionnaires back to the researcher!**

**Part One- Personal Background**



Very high                      Medium                      Very Low  
 High                              Low

- Do you believe that you will complete your training successfully with the sufficient skill necessary for enabling to be self employ?

Yes                              No

- What the motivation factor should be made to encourage for self employment?

Financial Support

Work Place

Moral support

Other

- Are you psychologically ready to be self-employed?

Yes                              No

- Do you like Entrepreneurship Class?

Yes                              No

<b>NO.</b>	<b>Question</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
14	The course what I am taking is prepared me to be self employed, because it gives					

	me a better opportunity to be technically efficient					
15	If I get the opportunity and financial support I will be self employed					
16	My self confidence becomes developed, if I am employed					
17	The Government bureaucracy does not encourage me to be self employed					
18	The institution guidance and counselors are encouraged me to be self employed					
19	The training institution has efficient machineries and					

	provides sufficient materials					
22	The training institution has enough class rooms, working space and budget					
21	The performance of my teachers foster me to be self employed					
22	The theoretical knowledge and practical skills, I got from my field teacher on jobs, duties and tasks covered so far are interesting					
23	My major field instructor encourages me to ask me a question and gives the feedback immediately					

24	The 30% theory and 70% practice is applicable in my institution					
25	The curriculum of the institution is well organized and has a room to foster us to be self employed					
26	The training institution has sufficient number of instructors that have the necessary experience and skill					
<b>Questions refers to Gender</b>						
27	Is that really preferable to given different field of study according to the trainees gender					
28	I suggest that my field of study is more better for					

	male/ <u>female</u> than <u>male</u> /female					
29	I believe that my field of study has more risky and difficult for male/ <u>female</u> that <u>male</u> /female					
30	Male trainees are highly motivated to be self employed than female trainees					
33	My field of study is very necessary for the current market need					
32	Is this market need sustainable for the long period of time?					

- What are the challenges of trainees encountered to be self employed?

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- Do you think that the current curriculum is suitable for to be self-employed? Why?

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- How much you prepare yourself to be self-employed after the completion of your training?

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- Do you think that the course what you are taking is suitable for the current and future market need? Why?

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- What do you think about self-employment?

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## **Appendix B**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Business Education**

**Questions to be filed by TVET graduates which creates their business or organized by Woreda Administration**

**The Questionnaire is designed to gather data on the participation of business person in the Sub City. I am conducting a research on the role of TVET for the self-employment opportunity. The data to be collected through this questionnaire are highly valuable to address the objective of this research. The information you supply through this questionnaire will be kept strictly confidential and it will be used for academic purpose only. Therefore, you are kindly requested to carefully fill in and return questionnaires back to the researcher!**

**Part One-personal Background**

- Name of the institution you trained \_\_\_\_\_
- Your major field of Training \_\_\_\_\_
- Sex:                      Female                      Male
- Age Group:              15-18                      19-25                      31-40
- Year of experience \_\_\_\_\_

**Part Two- General Questions**

- Did you employed in government or private organization before you join your own work?

Yes                                      No

- Has entrepreneurship course what you have been taken play a major role for your motive to be self employ?

Yes                                      No

- Did you get support from the concerned the Government Bureau, your relatives or friends to be self employed?

Yes

No

- What support do you get to be self employed?

Financial

Working place

Moral Support

- Did you like entrepreneurship class?

Yes

No

- How did you come to join TVET institution?

Assigned by the government education bureau

By my own choice

12. Your field of study is directly compatible with current market need.

Very high

medium

Very low

High

Low

13. The work what you are doing have a relation with your major field of training.

Yes

No

14. Did you psychologically ready to be self employ?

Yes

No

- Which organization did offer the training to you?

Government TVET

Private TVET

Other

- For how long the training stayed?

For bellow 1 year

For 1-2 years

For 3-6 years

- Is the duration of the training sufficient?

Yes

No

No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18	The training I am taking in general is very use full for my current life					
19	The practical lesson what I have taken during the institution is helping me for my current own business					
20	TVET curriculum is well designed for to					

	initiate the trainees to be self employed					
21	I suggest separate field of studies for male & female					
22	The skill you have developed by the training is helping me to penetrate the market completion					
23	My self confidence is becoming developed, because I am self employed					

- Do you think that self employment have freedom and profitable? Why?

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- Do you think that to be self employed are better than company employed? Why?

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- What similarity and difference you have observed regarding male and female?

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- Do you think that the major course what you have been taken plays a major role for your current business? How?

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## **Appendix C**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Business Education**

**Questionnaires to be filed by instructors of major field**



Family Problem

Other, specify \_\_\_\_\_

- Do you insist the trainees to go further by their field of study?

Very High

Medium

Very Low

High

Low

- Do you believe that your trainees will successfully complete their training by developing the necessary skill that will enable them to be self employ?

Yes

No

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
9	The trainees what they are taking the training in general is very useful for the future lives of the trainees and foster the them to be self employed					
10	I feel that training institution is well organized with enough					

	classroom, workshops and budget					
11	The 30% theory and 70% practice are properly matched with the trainees major field of study					
12	I am always giving the chance to trainees to ask question and give them the feedback immediately					
13	TVET curriculum is well designed to initiate the trainees to be self employed					
14	TVET institutions have and sufficient number of modern machines and equipments.					
15	The training institution gives consulting and counseling					

	service for the trainees based on self-employment					
16	I feel that the training institution has sufficient number of Instructors that have the necessary experience and skill					
17	The institution fields of studies are compatible with the requirement of the country's market need?					
18	I suggest a separate field of studies for male and female					

19. What motivation should be made to encourage self employment?

Financial and material

Working Place

Moral support

Others, specify \_\_\_\_\_

20. What is your perception about the support given for self-employment?

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21. Do students like their major field of study? Why?

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22. Do you think that the current TVET curriculum is suitable for self-employment? Why?

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23. The students to be self-employed what supports you given?

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## **Appendix D**

**Addis Ababa University**

**School of Graduate Studies**

**College of Education and Behavioral Studies**

**Department of Business Education**

### **Interview to Institutional Leader**

An interview guide for the role of Technical and vocational Education and training for self-employment opportunity in Addis Ababa Kolfe Keranio Sub city as a partial fulfillment for master's degree of Vocational educational Management

I would like to appreciate and say thank you for your co-operation to give an interview regarding the activities of your institution

- Name of the Institution\_\_\_\_\_
- Location of the Institution\_\_\_\_\_
- Year of establishment of the Institution\_\_\_\_\_
- Position of the interviewee\_\_\_\_\_
- Year of experience \_\_\_\_\_
- Do you think that the instructor are sufficient in number in the institution
- If no, has it influence for self-employment motivation
- Does motivation factor count us a push factor to become self-employment
- Do you think that to be self employed is better that government employed

- How is the relevance of the training for self-employment and for the current market need
- Is the curriculum properly organized?
- Do you think that trainees properly follow up the training?
- Do you believe that the education bureau assigned enough budget for your institution?

### Observation Check List

For collecting relevant information on workshop facilities

- Name of the training Institutions\_\_\_\_\_
- Year of Establishment\_\_\_\_\_
- Work Shop facilities\_\_\_\_\_

		More than satisfactory	Satisfactory	Barley Satisfactory	Not Satisfactory
A	Availability of enough workshops				
B	Availability of sufficient Machineries				
C	Adequacy of Machineries in the work shop				
D	Availability and adequacy of raw materials				
E	Reliability of the electric system which is installed for the machines				
F	Adequacy of the machine layout				
G	Availability of spare part for machineries				
H	Clear and Cleanness of				

	the work shop				
I	Availability of operation and maintenance manual				
J	Relevance of the machine for the current market need				